Classroom Observation Report

Teacher: David Arbo Subject: Physics Honors

Date of Observation: December 7, 2009 Evaluator: Jenn Grimley

Type of Observation: X Formal  Informal

Topic of Lesson: Experiment: Resistors

Activity Observed:

\_\_Individual X Small group \_\_Whole class \_\_Student Presentation \_\_Teacher Presentation

Primary nature of student activity:

\_\_Passive and receiving X Producing and creating

Technologies in use:

X Computer \_\_Internet \_\_E-mail \_\_Camera \_\_Video \_\_ Interactive tutorial \_\_CD \_\_\_Other

Software in use by class during the observation:

\_\_Drill and practice \_\_Spreadsheet

\_\_Simulation or game X Present/publish

\_\_Problem solving \_\_Internet browser

\_\_Data analysis \_\_Graphics/Web page

\_\_Word processing \_\_Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performance Indicators:

Meets Expectations……2 Needs Improvement……1 Not observed…..NO

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| Teaching Trait | Performance Indicator | | |
| 1. Teacher communicates accurately and effectively in the subject area. | 2 | 1 | NO |
| A. Exhibits accurate and up-to-date knowledge of subject.  Never a question. Very knowledgeable of subject matter. | 2 |  |  |
| 1. Provides accurate oral and written communications in the classroom at the appropriate level of instruction.   Lab packet provided outlining experiment specifics; also displayed on screen. | 2 |  |  |
| 1. Critical question(s) communicate to the student the instructional intent or plan and are referred back to throughout the lesson. No critical question observed. See recommendation. |  |  | NO |
| 2. Teacher creates an atmosphere conducive to learning. | 2 | 1 | NO |
| A. Exhibits a positive attitude and encourages positive behavior among all students. Evident that students were following proper laboratory protocol. Positive reinforcement given to those groups who were on task and collaboratively working. | 2 |  |  |
| B. Allows opportunities for students to express ideas, needs, and interests. Students who needed supplies or had other questions raised their hands and were called upon in a timely manner. | 2 |  |  |
| C. Recognizes and responds positively to the students’ efforts. | 2 |  |  |
| 3. Teacher manages the classroom to assure the best use of instructional time. | 2 | 1 | NO |
| A. Classroom distractions are kept to a minimum. | 2 |  |  |
| B. Classroom environment is conducive to learning. Students were walking collaboratively in small lab groups. Teacher was walking around gathering supplies and monitoring student progress. | 2 |  |  |
| C. Students are appropriately reinforced to achieve the desired behaviors. | 2 |  |  |
| D. A high level of student time-on-task is maintained. Highly evident; students were experimenting with resistors. | 2 |  |  |
| DoveLogoTint4. Teacher uses a variety of instructional techniques, methods, and materials related to the objectives of the lesson. | 2 | 1 | NO |
| A. A variety of instructional techniques appropriate to the lesson are used. Experimentation, discussion, question and answer, cues | 2 |  |  |
| B. Teacher provides relevant examples and demonstrations to illustrate concepts and skills. |  |  | NO |
| DoveLogoTintC. Opportunities are provided for students to practice and apply knowledge and skills. This was the nature of the experimentation lesson. | 2 |  |  |
| D. Teacher makes transitions between lessons and assignments efficiently and smoothly. | 1.5 |  |  |
| 5. Teacher monitors student understanding. | 2 | 1 | NO |
| A. Oral, written, and other checks for understanding are used to gauge student progress. Student progress was monitored throughout lesson. | 2 |  |  |
| B. Teacher utilizes the above assessment data to develop appropriate remediation activities. | 2 |  |  |
| C. Teacher circulates during classwork to check all students’ performance. | 2 |  |  |
| D. Teacher provides corrective and enrichment activities. | 2 |  |  |
| E. Teacher poses questions clearly and provides feedback by probing, repeating questions, giving clues, or allowing more time. Direct answers were not given. Students were given clues to focus their thinking. | 2 |  |  |

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| *Commendations:*   * *Lab exercise allowed students to experience “hands-on” application of complex topics.* * *Student lab groups were closely monitored and ongoing checks for understanding were performed.* * *Probing questions were utilized forcing students to make connections between concepts.* * *Students were able to articulate the focus of the lab investigation.* |
| *Recommendations:*   * *Post the critical question for the lab on the board at the beginning of class. This would focus student learning for the laboratory investigation. Refer to this question throughout the exercise to remind students of the laboratory objectives.* * *Have lab materials set up prior to class and assign a materials manager to obtain these at beginning of lab. This would help to alleviate any down time at onset of lab.* * *Walk students through a demonstration of the lab procedure prior to the lab itself. This would help to alleviate questions pertaining to the procedure itself.* * *Have students predict results prior to completing the investigation.* |

*Signature indicates that the evaluator has reviewed this form in conference with the classroom teacher.*

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*Evaluator’s Signature Date Classroom Teacher’s Signature Date*